

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides the introductory explanation that serves to give outline of the research in this study. It covers the background of this research that indicates changing in the practice of English Language Teaching (ELT) in Indonesian primary schools due to the process of implementing curriculum 2013.

#### **1.1 Background of the Study**

For the eleventh time since Indonesia's independence on 1945, the country has been through eleven changes of curriculum. The most recent one occurred in the end of 2012 when the Ministry of Education announced curriculum 2013. curriculum 2013 is made by the mean to replace curriculum 2006 (*Kurikulum Tingkat Satuan Pendidikan*).

The implementation of curriculum 2013 results in one major change that will take place in Indonesian primary schools. The change is the reduction of the number of subjects taught in classroom from ten to six because some subjects will be integrated to another. In other word, it can be said that curriculum 2013 puts skills integration as the ultimate goal of the instruction.

Integrated learning can be put under an approach namely Theme-Based teaching. Theme-Based teaching is a model of teaching where all subjects taught in classroom are set on the same particular topic. For example, when science is discussing mammals, other subjects will also discuss about the same topic. When Theme-Based teaching is applied, it is believed that it will give meaningful contribution for young learners because during a certain period their live will revolve around one topic. The Theme-Based teaching itself has been practiced in UK primary classroom since 1960s (Cameron, 2001).

Planning theme-based teaching can be started by teachers across subjects in a school planning thematic unit. A school-wide theme-based teaching is planned by referring to resources available and the objectives of the unit. The advantage from the school-wide theme-based teaching is that teachers benefit from the interchange of ideas when they come together to work collaboratively (Mumford, 2000).

According to Cameron (2001), Theme-Based teaching can serve the role as connecting thread for students and teachers when it is run through everything that happens in the classroom. Theme-based teaching aims to get learners using English 'in a purposeful way to find out things and do things which have meaning and interest for them and to communicate the results to others' (Moon, 2000:119).

In Indonesia, the policy that underlies the teaching of English is the policy of The Indonesia Ministry of Education *No. 0487/4/1992, Chapter VIII*. The policy states that primary schools in Indonesia may add subjects in their curriculum, as long as the subjects are in line with the objective of national standards. Furthermore, the follow-up of the policy appeared on the Decree on the Minister of Education *No. 060/U/1993* on February 25<sup>th</sup> 1993 about the position of English in primary school teaching as a local content (*Muatan Lokal*). During its implementation, English curriculum is designed not in the national level by the Ministry of Education but instead in the province level (Suyanto, 2008).

Due to the status, textbook as a guide for teachers will not be available. This phenomenon requires English teachers, especially in primary school, to be creative in designing lessons that can be beneficial for students.

Whether or not the Theme-Based teaching will succeed as the new curriculum implementation lies on some factors. According to *Dokumen Kurikulum 2013*, factors that can lead to the success of curriculum implementation are as follow: school's culture and management, availability of textbooks, government's role in

establishing and supervising, and compatibility of human resources in this case the teachers. The latter is in line with Dermody (2004) who states that the success of Theme-Based teaching relies on the role of teachers as a teaching team and their knowledge as well as competencies regarding Theme-Based teaching. In order to provide an effective lesson that is based on Theme-based teaching, every activity in classroom has to be arranged in a purposeful way. This makes lesson planning a fundamental stage in teaching-learning cycle. Combining good lesson planning and Theme-based teaching can initiate effective instruction. Yet, considering that Theme-Based is a new term for English teachers in Indonesia, problems are likely to be encountered during the process of designing the lesson plans.

Based on the fact that the success of Curriculum 2013 implementation for the sustainability of English teaching-learning process, the research explores the process of how the Indonesian primary school teachers preparing a lesson plan that can meet the demands of theme-based teaching and Curriculum 2013 and also the problems they encounter during the making process.

## **1.2 Statement of The Problem**

This study will be conducted to answer the problems that are formulated in the following questions:

- “What aspects are included in teachers’ lesson plan to implement Theme-based teaching?”
- “What are considerations taken by the teachers in designing learning activities that accommodate the theme-based teaching?”

## **1.3 Aims of The Study**

The research is aimed at identifying the aspects taken and considerations taken in making Theme-Based lesson plan for teaching English to Young Learners.

#### **1.4 Significance of The Research**

The result of the research is expected to give a beneficial contribution for the English education department and English teachers. The reasons behind this consideration are; firstly, lesson planning is the very first step for teachers to create a meaningful instruction for students in formal education. By providing the information of how teachers plan a lesson, hopefully this research can give beneficial inputs for English teacher in primary school in developing Theme-Based lesson plans as well as the Ministry of Education as the policy maker in developing nationwide curriculum. Secondly, this paper reveals a real condition of the process behind English teachers' Theme-Based lesson plan making. Hence, this research can give essential information regarding English teachers' competencies and readiness in fulfilling the demands of upcoming Curriculum 2013.

#### **1.5 Organization of The Paper**

This paper is divided into five parts. The explanation of what each chapter discusses is elaborated below:

##### **1.5.1 Chapter I**

Chapter I contains background of the study, statement of the problem, aims of the study, significance of the study, and the organization of the paper.

##### **1.5.2 Chapter II**

Chapter II is where the theories underlying the study are elaborated. The theories cover the explanation of lesson planning, Theme-Based instruction, and young learners.

##### **1.5.3 Chapter III**

Chapter III presents the methodology which was employed in conducting the study. It contains research method, sample and respondents, techniques of data collection through document analysis and interview, data analysis, and procedure of the study.

#### **1.5.4 Chapter IV**

Chapter IV reports the findings and discussions of this study based on the collected data. The data in this chapter were analyzed using the theoretical framework elaborated in Chapter II.

#### **1.5.5 Chapter V**

Chapter V contains conclusions of the study. It also offers suggestions for further study.

